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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: (1) maximum likelihood multivariate statistical analysis in human communication research; (2) sense, expression, and purpose in Alexander Campbell's natural philosophy of rhetoric; (3) the role of communication in educator Paulo Freire's pedagogy; (4) Philodemus's views on rhetorical expression; (5) the dual structure theory of research and development effectiveness; (6) foundations of the theory of argumentation; (7) communication and the self; (8) a critical methodology for judicial opinions; (9) communication in the context of failure; (10) curriculum theory; (11) dialects in curricular language; (12) the rhetoric of William Wordsworth and Samuel Coleridge in current composition theory; and (13) a phenomenological view of communication. (FL)

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MAXIMUM LIKELIHOOD MULTIVARIATE STATISTICAL ANALYSIS IN HUMAN COMMUNICATION RESEARCH

Order No. DA8227473

ALBONE, KENNETH ROBERT, PH.D. *Bowling Green State University*, 1982. 116pp.

In the past twenty years there has been a growth in the use of scientific, and more specifically, empirical, methodology in the research of human communication behavior. This methodology involves the collection and statistical manipulation of numerical data concerning communication situations in order to describe, explain, and/or predict communication behaviors in general probablistic terms. The purpose of this dissertation was to introduce the advantages of utilizing maximum likelihood statistical analysis in human communication research. It is the traditional methods, found in many of the contemporary communication journals, which are contrasted with maximum likelihood analysis.

The first advantage of maximum likelihood analysis was that it was a better statistical tool for making inverse inferences. The principle of data analysis suggested that hypotheses should be tested because they make the observational data most likely to occur. Hence, statistical analysis should determine the population parameters which are most likely to occur given a sample. In this way the hypotheses can be most appropriately tested. Maximum likelihood analysis does precisely that, whereas traditional analysis many times relied upon sample estimates for population parameters.

The second advantage of maximum likelihood analysis was that it is a very flexible statistical tool. It can perform both exploratory and confirmatory analysis on one or more populations simultaneously. Any parameter can be fixed or constrained for hypothesis testing, or allowed to vary for estimation. Traditional methods do not perform as well.

SENSE, EXPRESSION, AND PURPOSE: ALEXANDER CAMPBELL'S NATURAL PHILOSOPHY OF RHETORIC

Order No. DA8228119

BERRYHILL, CARISSE MICKEY, PH.D. *The Florida State University*, 1982. 347pp. Major Professor: Fred L. Standley

This study explores the influence of the rhetoric of George Campbell (1719-1796) of Aberdeen on Alexander Campbell (1788-1866), American religious reformer, in order to clarify the relation of A. Campbell's rhetorical theory to that current in his own day.

G. Campbell was selected for this study because of his prominence in developing modern rhetoric and because of A. Campbell's familiarity with his works. In order to describe rhetoric according to the principles of inductive science, G. Campbell structured a rhetoric of sense, expression, and purpose around the human being as the natural model for discourse theory. Just as a person consists of a mind and body acting purposefully, discourse consists of sense and expression, cooperating toward one of four ends: to enlighten, to delight, to move, or to persuade. Any one of these ends will include as subordinate and necessary all previous ends.

In the category of sense, A. Campbell adopted every major feature of G. Campbell's analysis of natural logic, including an epistemologically oriented theory of words as signs and an emphasis on factual evidence and testimony. He shared G. Campbell's ideas on audience analysis and on the speaker's sympathetic image.

In matters of expression, A. Campbell derived his treatment of style from G. Campbell, including the doctrine of usage, the use of testimony to determine ancient usage, the psychological analysis of tropes, and the importance of perspicuity. Like G. Campbell, he applied these to Biblical translation and interpretation.

A. Campbell shaped G. Campbell's hierarchy of homiletical purposes into a coherent evangelistic strategy which involved stating and adducing the proofs for the Gospel narrative of facts, exhorting the listener to obedience, and teaching him after conversion.

G. Campbell's system of rhetoric unified A. Campbell's intellectual efforts in preaching, apologetics, translation, and education. Such unity demonstrates the profound power of the natural philosophy of rhetoric which G. Campbell pioneered.

A CRITIQUE OF THE ROLE OF COMMUNICATION IN PAULO FREIRE'S PEDAGOGY

Order No. DA8304006

CIPRIANO, WILLIAM, ED.D. *Columbia University Teachers College*, 1982. 126pp. Sponsor: Professor Maxine Greene

Since the publication in the United States twelve years ago of *Pedagogy of the Oppressed* by Paulo Freire, many educators, especially in the Western World, have shown an interest in his method for teaching adult literacy. The foundation of that method is communication as described most completely in Freire's essay "Extension or Communication." There, extension, on the one hand, corresponds to the "bank deposit" school of teaching in which students serve as passive objects, receptacles for the information deposited by teachers, active subjects. Communication, on the other hand, corresponds to dialogue, to an equal exchange of what may be important between or among subjects.

Learning to read and write, for Freire, involves not only learning linguistic devices from teachers, but also learning from students the "generative themes," the underlying forces which determine their daily lives. For learning to read and write demands that one alter the course of those forces, create new "generative themes" more compatible with the needs and wants of those who live them. All of this can best be done, according to Freire, through an exchange of information by two subjects. Philosophically, Freire relies on Marxism, phenomenology, existentialism, personalism and Catholicism to support his pedagogy.

This study questions seriously that Freire reaches his goals--if he does at all--in quite the way he describes. In other words, this study tries to show that Freire talks one game and plays another. By taking a critical look at the philosophical foundations which shape his communication theory and his commitment to them, this study concludes that, perhaps by the very nature of communication itself, Freire treats his subjects much like objects, that he remains most true to Marxism and that, in so remaining, finds himself among those students of communication who are idealists rather than phenomenologists.

PHILODEMUS ON RHETORICAL EXPRESSION

Order No. DA8229923

GAINES, ROBERT NIXON, PH.D. *The University of Iowa*, 1982. 178pp. Supervisor: Professor Donovan J. Ochs

This study provides a systematic reconstruction of Philodemus' theory of rhetorical expression. That is, taking Philodemus' explicit discussion of expression in Περὶ ῥητορικῆς, book IV (Pherc. 1423 and 1007 [pars I]) as its starting point, the study exploits the entirety of his discoursive corpus--including the rest of Περὶ ῥητορικῆς, Περὶ ῥητορικῆς ὑπομνηματικόν, Περὶ ποιημάτων, and Περὶ μουσικῆς--to reconstitute his positions on beautiful expression and the qualities proper to expression.

What Philodemus calls beautiful expression is found to be an expressive form that is unique, beautiful as a consequence of its nature, accessible to composers, independent of practical models, and unaffected. The qualities which he recognizes as proper to rhetorical expression are determined to be Ἑλληνικὴ ἑρμηνεία (correctness), σαφήνεια (clarity), συντομία (brevity), εὐπρέπεια (appropriateness), ἔμφασις (forcefulness), and κατασκευή (elaboration).

The study treats Philodemus' conception of each expressive quality in some detail. General conclusions arising from this treatment may be summarized as follows. According to Philodemus, correctness refers to idiomatic felicity along with linguistic impeccability. Clarity permits facile access to the composer's meaning and is dependent upon specificity and determinability of representation, familiarity of diction and syntax, and transparency of construction. Brevity is achieved where the composer's meaning is expressed in the shortest possible space without interfering with clarity and appropriateness. Appropriateness derives from the fitness of its subjects, language use and language utterability, to its objects, the composer's character and emotions as well as the subject matter. Forcefulness is the pregnant use of language to produce expressive indirection. Elaboration is the manipulation of language to achieve either indirection or simplicity of expression.

In addition to the reconstruction outline above, the study also provides a complete translation and eight new readings for Pherc. 1423 and 1007 (pars I).

AN INFORMATION PROCESSING VIEW OF THE DUAL STRUCTURE THEORY OF RESEARCH AND DEVELOPMENT EFFECTIVENESS

Order No. DA8300255

GIBBS, PHILLIP EUGENE, PH.D. *The Ohio State University*, 1982. 172pp. Adviser: Professor Donald J. Cegala

The purpose of this study was to analyze the relationship between communication structure and the productivity and innovativeness of research and development (R&D) groups. The groups were viewed as information processing systems which process varying amounts of uncertainty. The study focused on the idea generation and task performance functions in the R&D process. In the context of information processing, idea generation involves uncertainty expansion and task performance involves uncertainty reduction.

The structure of the communication network among members was viewed as determining the information processing capacity of a group. Loosely structured networks are capable of processing high levels of uncertainty, while more structured networks process less uncertainty. Group effectiveness is associated with matching information processing capacity with the level of uncertainty. Since idea generation involves higher levels of uncertainty than task performance, it was predicted that effective R&D groups would implement less structure for idea generation and more structure for task performance.

Forty groups in a large, multi-program laboratory were the units of analysis in this study. Group members reported communication relationships with others in the group and with individuals outside the group. Structure was measured using five indexes: frequency, connectivity, differentiation, dominance, and openness. Effectiveness was assessed in terms of rated productivity and innovativeness, as well as quantitative counts of output.

The results of this study provide only limited support for the dual structure theory. There was significantly more communication, and thus less structure, among group members regarding task performance than idea generation. There was some evidence that the pattern of this communication, as indicated by dominance, reflected less structure for idea generation than task performance. Also, there was limited evidence suggesting that members communicate more with others outside the group regarding idea generation than task performance, again reflecting less structure for idea generation. Additional research will be required to establish the contingent relationship between differentiated communication structures and R&D group effectiveness.

FOUNDATIONS OF THE THEORY OF ARGUMENTATION

Order No. DA8302878

HARPINE, WILLIAM DOUGLAS, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 223pp. Adviser: Joseph W. Wenzel

This study investigated the question, what are the logical foundations of the theory of argumentation? It studied a variety of theoretical literature published in the fields of speech communication and philosophy. These materials were analyzed with the methods of theoretical criticism.

The inadequacy of traditional deductive logic for the theory of argumentation is well recognized. The principal reason for which traditional deductive logic is inadequate is the assumption that the meaning of a proposition can be stipulated only by stating the conditions under which it is true and that logic must be truth-functional. Careful examination of rhetorical discourse shows that many rhetorical arguments are not truth-functional.

Although most scholars today have moved away from the study of logically-oriented theories of argumentation, the dialectical and rhetorical perspectives do not serve the purposes of logic. Instead, an improved theory of logic holds that meanings can often be stipulated by stating the conditions under which a proposition is justified. There is a logical connection between a claim and the evidence that justifies it. The logical types of evidence and claims can be organized in a way much like that implied in Toulmin's *Uses of Argument*. Most sound arguments are prima facie acceptable, but not truth-functionally valid by the standards of conventional logic.

A PROCESS THEORY OF COMMUNICATION AND THE SELF

Order No. DA8303214

KOWALEWSKI, PAUL JAMES, PH.D. *State University of New York at Buffalo*, 1982. 187pp.

The interdependence of images of self and communication behaviors is recognized by most current communication theories. It is generally assumed that the self is informed in communication and, in turn, the self image influences the nature of communication behaviors. Implicit in most communication theories is the assumption that people seek positive self esteem and that self evaluations are formed in communication relationships. Various explanations have been advanced to account for the observation that, in forming self concepts, people seek to maintain both their own individuality (autonomy) and to achieve bonding with others (belongingness).

This dissertation develops an explanation for this phenomenon, based primarily upon Whitehead's organismic philosophy. It is argued that living systems evolve according to a pattern of individuation-complexification; i.e., as individual persons form more complex relationships, the autonomy of the individual is simultaneously maintained. The individual human "self", as a participant in the evolutionary process, evolves in such a way as to both maintain autonomy and form more complex relationships with others. At a precognitive level of awareness, the person experiences this appetition toward individuation-complexity and this pre-cognitive experience of "self" influences cognitions about the "self". Hence, communication functions in such a way as to foster cognitions of the self as unique-belonging and as congruent with the pre-cognitive experience of process (appetitive of individuation-belonging). It is concluded that this theory provides a basic explanation for the meaning of human communicative behavior.

A series of logically related assumptions and propositions are used to articulate the theory and a program of research is outlined for testing its claims.

VOICES OF DIFFERENCE, A PHENOMENOLOGICAL ESSAY ON COMMUNICATION

Order No. DA8304065

MCCOY, THOMAS STEPHEN, PH.D. *Ohio University*, 1982. 431pp. Director of Dissertation: Ralph Izard

The investigation of mass communication should not be considered separately from the broader scope of the study of communication. Phenomenologically, communication is viewed as intentional description of what an individual experiences and attempts to express to others. Seen this way, communication invokes a dialogical structure: a person expresses something to someone. Mass communication also participates in this structure. Experiences and events are not merely reported; they always are interpreted. Phenomenology holds that understanding is an event within the social world and not a static achievement or state-of-being. Interpretation within the media, therefore, does not follow understanding; understanding is produced through description and interpretation.

Phenomenology attempts to elucidate the structure of discourse through a descriptive method, which recognizes discourse comes about from limited perspectives. Perception from a perspective forms the basis of communication. All modes of expression and judgment--such as truth, logic or rhetoric--derive from perceptual experience. We think that much contemporary communication theory fails to recognize the perceptual and, consequently, perspectival nature of communication. Notions of rationality, self, other, and world must be approached from the context of experience, rather than disembodied systems of categories or abstract models.

If the purpose of theory is to guide action, then its application ought to wed theory to the everyday world of practice. Theory must revitalize practice to maintain validity. Logical or mechanical methods compartmentalize what, in experience, is integral. Chagrin and over simplicity often result from behavioral and analytical methods. Communication theory describes context, the difference between form and content, the way meaning is generated.

"Voices of Difference" attempts to amalgmate phenomenology, hermeneutics, critical theory and life-world approaches with American communication theory, with its emphases on behavior and systems theory.

TOWARD A CRITICAL METHODOLOGY FOR JUDICIAL OPINIONS

Order No. DA8210650

PARKER, RICHARD ANTHONY, PH.D. *University of Pittsburgh*, 1981. 534pp.

Warren E. Wright noted in his pioneer article, "Judicial Rhetoric: A Field for Research," that court opinions "have been professionally ignored by scholars in public address." More than a decade later no systematic attempt to design a critical methodology for evaluating judicial opinions has been earnestly purused. This two-part study attempts to initiate the development of a critical framework for the student of jurists' opinions.

Part One responds to conventional objections to the development of a system of nonformal rational argumentation. Chapter One challenges the view of Joseph Horovitz that formal argumentation is the only alternative to intuition as a method for constructing rational legal arguments. Chapter Two addresses several specific objections to rhetorical argumentation: (1) the requirement that its proponents explain (in a non-tautologous way) why rationality is rational, (2) the demand that field-invariant criteria be produced to assess nonformal arguments, (3) the clarification of the role of the audience in argument, and (4) the explanation of how normative and deontic concepts and language might be accommodated in rhetorical argumentation. The most important aspect of this reply to critics is the identification of five field-invariant criteria for assessing rhetorical arguments: these arguments must be consistent, their conclusions must be fruitful, they must be predicated upon premises acceptable to the auditor, they must survive refutation, and they must outweigh confutation.

Part Two establishes the judicial opinion as a genre of rhetoric and identifies field-dependent criteria for assessing the arguments presented in judicial opinions. Chapter Three discusses the origins and characteristics of these opinions, describes the process of judicial decision-making and its relationship to the writing of the opinion, investigates the types of appeals employed by jurists, and examines the judicial opinion as a rhetorical form. Chapter Four inspects the nature and functions of the rhetorical criticism of judicial opinions, considers the role of field-invariant standards in assessing these opinions, and reveals the potential sources of field-dependent criteria: apodictic, instrumental, topical and comparative approaches to criticism are described and assessed. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

COMMUNICATION IN THE CONTEXT OF FAILURE

Order No. DA8229955

PAYNE, ARNOLD DAVID, PH.D. *The University of Iowa*, 1982. 275pp. Supervisor: Professor Bruce E. Gronbeck

Communication in the Context of Failure is a theoretical and critical attempt to investigate and formulate the hypothesis that people are typically persuaded and attempt to persuade others when their actions in life have failed to achieve goals or realize ideals. The dissertation examines philosophical, psychological, and literary materials to describe the nature of failure as a "life-context." The work uses theoretical materials from rhetoric, literature, and anthropology to develop a critically useful perspective on the function of rhetoric in the management of individual identity. Various examples are used to illustrate, describe, and specify persuasive messages which operate as "thearapeutic" rhetoric. The thesis concludes that when communication is viewed with respect to its occurrence in a life-context of failure, and in various symbolic treatments of failure, then it is possible to observe the identity-maintenance functions of language use and to integrate observations and theories of symbolic action into a unitary perspective.

The thesis investigates bodies of literature which feature dialectical terms that correspond to important constituents of individual identity and indicates sources of identity's integration with its environment. These terms are: self and society, past and future, and spiritual and material. These terms comprise *topoi* which are used in the symbolic treatment of failure to define or analyze the conditions, causes, and strategic responses to failure. The final chapter of the dissertation demonstrates an interaction among these terms as they are employed in composing two primary communication strategies: compensation and consolation. These strategies are then critically examined in examples of people's attempts to define and position themselves toward the situation or occurrence of failure.

Theoretical works examined in the dissertation include those of Peter Berger and Thomas Luckmann, Kenneth Burke, Paul Ricoeur, Mircea Eliade, Suzanne Langer, Alfred Schutz and Rollo May. Examples which are analyzed critically come from various public sources, mass media, popular psychology, popular science, literature, and philosophy. They include: Alvin Toffler, Jeremy Rifkin, B. J. Skinner; William James, Teilhard de Chardin, Ralph Waldo Emerson; Demosthenes, Martin Luther King, Jr., Jane Fonda; and many incidental or occasional examples drawn from public discourse.

A RHETORICAL ANALYSIS OF CURRICULUM THEORY

Order No. DA8227707

PETERSON, BRADY, JR., PH.D. *The University of Texas at Austin*, 1982. 105pp. Supervisors: O. L. Davis, Jr., Charles R. Kline, Jr.

The dissertation is an examination of the rhetorical use of language found in curriculum discourse. Centering around the theme of division and unity found in Kenneth Burke, and beginning with the notion that language, at least in its more pragmatic uses, is intricately linked with human cooperation, the work explores various statements and arguments in curriculum, discussing how the language with its images and logic is used to build associations in the mind of an audience, inducing that audience toward a bonding or agreement with the author. Put forward is the idea that curriculum theory and development involves choice, and that choice, or at least its justification, demands rhetoric. Presented in the study are various roles the educator or curriculum theorist assumes as rhetorician. Also discussed are the use of images, style and voice, logic and associations, rhetorical assumptions, and the orientation of the author with the audience. That curriculum talk can be viewed as persuasive is openly asserted. Also asserted is the contention that a good deal of instruction is rhetorical both in its aims and its methods. Moreover, despite the negative connotations often surrounding the idea of rhetoric, embedded in the study is the notion that rhetoric is not only inevitable in the educational context, but when properly understood and practiced, it is needed.

DIALECTICS IN CURRICULAR LANGUAGE: TOWARD A CRITICAL THEORY OF COMMUNICATIVE COMPETENCE

Order No. DA8301281

VAN DE MOORTELL, RAYMOND, PH.D. *Stanford University*, 1982. 225pp.

Curriculum theory can be seen as the knowledge producing and knowledge mediating language of educational research. The language of curricularists has largely been traditional, conceptual-empirical, and reconceptual. The former two have focused on actual school practice and the methodologies of mainstream social science. The latter has emphasized the value-laden, socio-political concerns of curriculum as it touches society at large. Despite the many models which presently exist in the field, little attention has been given to the notion of curriculum theory as the language of educational praxis within the realm of theory.

Praxis is a notion which comes from Marxist tradition, philosophy, and social theory. It involves not only changing the object of knowledge but the knower as well. Knowledge in the dominant models of curriculum theory has been produced largely by reducing theory to an empirical explanatory framework. The need for a dialectical analysis in educational research and practice hinges on the construction and use of a language of dialectics. Critical theory may provide the beginnings of such a language.

A product of the Frankfurt School of social inquiry, such a theoretical framework is "critical" because it is used to articulate the epistemological process by which the human potentiality for self-reflection is engaged. This process is dialectical because it both criticizes and reconciles the conflict between the quasi-rationality of everyday life and the technically exclusive knowledge of specialized expertise.

This study attempts to construct a conceptual framework for a language of dialectics in curriculum discourse. The critical theory of communicative competence of Jurgen Habermas (1970, 1972, 1979) is explicated and analyzed. A demonstration of the theory is speculatively applied to a practical model of curriculum discussion as outlined by Pratt. (1980).

While the theory is not empirically verified in this present study, the importance and relevance of a dialectical analysis in curriculum theory should not be overlooked. The speculative example of the theory applied to Pratt's model may be of use to practitioners in the field. Exposition and analysis of the characteristics of a language of dialectics in critical curriculum theory permits a disclosure of a more comprehensive epistemology of hermeneutics which challenges the positivist claims of present curriculum principles.

THE RHETORIC OF WORDSWORTH AND COLERIDGE: ITS PLACE IN CURRENT COMPOSITION THEORY

Order No. DA8303868

WALDO, MARK LEONARD, PH.D. *Michigan State University*, 1982.
217pp.

Wordsworth and Coleridge were concerned with language use in general and the writing process in particular. Their rhetorical theories reflect an abiding interest in the healthy growth of the personality, as it is promoted through the fruitful union of imagination and language. Through detailing the organic growth of this union, they constructed a theoretical program for the development of the wholly expressive being, the poet; and they argued that their program be made available to everyman, each to his degree. Their attention to the process of growth included, appropriately enough, writing itself. For composition was to them an organic activity. The language and writing theories of Wordsworth and Coleridge have been incorporated in the work of modern composition theorists, among them Gusdorf, Piaget, Vygotsky, and Langer; Britton, Elbow, Moffett, and Judy.

This incorporation, however, has been left largely unacknowledged and unarticulated. My purpose is to acknowledge and articulate the relationship between the poets and recent researchers. After describing the poets' revolt against language convention and discussing their composition training, theory, and practice, I examine the connection between Wordsworth, Coleridge, and current "psycho-rhetoricians" in five areas. First, the poets, like the language researchers who followed them, developed an accurate understanding of cognitive, affective, and language growth and built their compositional philosophy out of that understanding. Second, they prophesied the psychology of personal constructs by asserting the importance of language as a shaper of experience. Third, they argued eloquently for the evolution of a rhetoric of self-understanding prior to and then along with a rhetoric of the world. Fourth, they saw writing as a process, through which substance grows into form, more than a product, in which substance is molded by a predetermined form. Finally, their conceptions of the individual's imagination closely resemble current conceptions of style, especially those of Georges Gusdorf. The dissertation establishes that Wordsworth and Coleridge offer much to the field of composition theory: their insights were, after all, the source of so much of it.

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